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University of Northern Iowa Faculty Senate Meeting Minutes, April 25, 1994

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FACULTY SENATE
APRIL 25, 1994
1477

ANNOUNCEMENTS

1. Call for Press Identification and Introduction of Guests.
2. Comments from Provost Marlin.
3. Announcements from Chair Lounsberry. (Appendices A and B)

REPORTS

4. Report from Blue Ribbon Ad Hoc Committee on Facilitating Faculty Grant Writing -- Chair Dr. Geoffrey Mills. (Appendix C)

It was moved and seconded to approve the recommendations on page 24 of this report and forward these recommendations to the Provost and President of the University for them to implement as soon as possible.

It was moved and seconded to amend the last paragraph of these recommendations to read as follows: "Examine restructuring of the Graduate College/Grants and Contracts Office and provide the necessary leadership to invest in and develop both specific grant proposals and more expertise about the grant writing process in general." Motion carried.

It was moved and seconded to amend the first point of the recommendations to read as follows: "Examine the feasibility of renegotiating a higher federal overhead rate for indirect costs from the current 38%." Motion carried.

Question was called on the motion as amended. Motion carried.

DOCKET

4. Request from Professor Hugh Beykirch that the Faculty Senate substitute the following statement to bring UNI's foreign language requirement into compliance with 1991 changes in the Iowa code: "Satisfactory completion of two years of high school study in American Sign Language (ASL) or satisfactory performance in an achievement examination of American Sign Language proficiency and related issues." 1992-1994 UNI Catalog, p. 40, "Requirements for Graduation," D. Foreign Language Competency Requirement, substitute for 4. (Appendix D.)

It was moved and seconded to amend item 4, as passed by the Faculty Senate April 13, 1992 (Senate Minutes #1451) to read as follows: "For hearing impaired students, satisfactory performance in an appropriate examination for the hearing impaired." A friendly amendment was made to add the word "communicative" before the word "examination." After further discussion, it was moved and seconded to table this discussion until the next meeting.

NEW/OLD BUSINESS

5. Election of Senate Officers. Sherry Gable was elected Chair and Kenneth DeNault Vice-Chair for the 1994-95 academic year.

The Faculty Senate was called to order at 3:30 p.m. in the Board Room of Gilchrist Hall, by Chairperson Lounsberry.

Present: Diane Baum, Leander Brown, John Butler, Phyllis Conklin, Kay Davis, Ken DeNault, Sherry Gable, Joel Haack, Clifford Highnam, Randall Krieg, Roger Kueter, Barbara Lounsberry, Kate Martin, Dean Primrose, Ron Roberts, Mahmood Yousefi, Myra Boots, ex-officio.

Alternates: Grace Hovet/Edward Amend

Absent: Reginald Green, Surendar Yadava

ANNOUNCEMENTS

1. Chair Lounsberry welcomed Brian Federlein from the Northern Iowan, Beth Krueger and Erin Rempe, incoming President and Vice President of Student Government, members of the Grants Writing Committee, and other observers.
2. Comments from Provost Marlin.

Reporting on legislative matters, Provost Marlin reported the appropriations and bonding bill have been forwarded to the Governor. She stated the education appropriation was \$40,000 below the Governor's recommendation, while the salary appropriation was \$700,000 below the Governor's recommendation. She stated the salary appropriations will be distributed by the Board of Regents to the Regents' Universities, at which time each University will need to develop its own means of meeting remaining unallocated salary commitments. She stated bonding legislation included replacement of the Price Lab School field house and construction of the Wellness/Recreation facility.

Provost Marlin extended appreciation to Pat Geadelmann, Director of Governmental Relations, for her unrelenting efforts in achieving these appropriations. She also thanked all faculty, staff and students who devoted their time and effort to this ultimate goal.

Provost Marlin reported on several agenda items discussed at the Board of Regents meeting April 20th in Vinton. She announced the approval of the Promotion and Tenure recommendations, and also indicated the curricula package had been referred to the Interinstitutional Committee.

Also on the Board's agenda was the report on faculty work load. Provost Marlin stated the Board expressed the need for UNI to be more clear in the methods of documenting this work load, and she stated Academic Affairs Council will be working on this during the summer. She also reported the Board also received a report on "SPRE," a State Postsecondary Review Entity relating to accountability in higher education.

Provost Marlin also reported the Board of Regents approved a 5.5% increase in residence rates rather than the 7.7% or 6.6% increases which had been recommended by the Board. Provost Marlin commended students and Student Government in their highly effective efforts to keep residence fees as reasonable as possible.

As a final note relative to the Board of Regents meeting, Provost Marlin also reported Regent Marvin Berenstein was elected as President of the Board of Regents for another year, with his term ending next year.

Provost Marlin reported that as a follow up to the hazardous weather recommendations passed by Faculty Senate at the April 11th meeting, she had arranged for this information to be put on Infosys.

In conclusion, Provost Marlin announced the UNI Library would be closed Friday, May 27th, to allow for an electrical changeover required by the new addition.

Senator DeNault questioned the University's status as regards mandated access for the handicap. Provost Marlin responded that John Mixsell, Personnel Director, chairs the committee responsible for compliance, and that the University meets those needs as it becomes aware of them.

3. Announcements from Chair Lounsberry.

A. Chair Lounsberry announced there would be a Faculty Senate meeting Monday, May 16th, which would serve as a roundup for the academic year. Since the Board Room will be unavailable that day, Senators will be informed of the location before the meeting.

B. Chair Lounsberry announced Faculty Senate appointments as follows:

President/Provost Evaluation Narrative Reports to the Faculty
Ira Simet, Chair of the Graduate Council (to assist Chairs Boots and Lounsberry in drafting the narrative, as was the Senators' vote -- Faculty Senate Minutes #1474, March 14, 1994.)

Ad Hoc Committee on Quality in the Curriculum
Kenneth McCormick, College of Business Administration
Joan Duea, College of Education
Victoria DeFrancisco, College of Humanities and Fine Arts
David Duncan, College of Natural Sciences
John Johnson, College of Social and Behavioral Sciences
Katherine Martin, Rod Library

C. Chair Lounsberry distributed an interim report from the General Education Committee dated 4/21/94 (Appendix A), and indicated its final report will be given in early Fall.

D. Chair Lounsberry stated that, in a collaborative effort, she, Myra Boots, and Scharron Clayton (chair of the Committee on Admission and Retention) had sent a letter to all faculty, apprising them of the university's present status in minority student recruitment and retention, and asking for faculty support in furthering that effort. She reported that the response has been very positive.

E. Chair Lounsberry distributed the editorial from the April 12th Northern Iowa entitled "Faculty, Students Must Enforce Finals Schedule" (Appendix B). She stated this editorial reinforces the university policy which exists, and which was reaffirmed by the Faculty Senate March 28, 1994 (Minutes #1475).

F. Chair Lounsberry announced all faculty, students and staff are invited to a Faculty Senate Forum on "The Role of Grade Inflation in a Quality Education," Monday, May 2, 3:30-5:00 p.m. in the Hemisphere Lounge of Maucker Union. She indicated 15 faculty members are scheduled to address the Faculty Senate.

G. Chair Lounsberry announced that Charles Quirk is arranging a meeting between UNI and Hawkeye Community College faculty in an effort to coordinate and facilitate education in this area so that both institutions can better serve the needs of mutual students.

H. Chair Lounsberry briefly reported on the April 23 Faculty Senate Focus Group meeting on Enrollment Management with Sue Follon, Vice President of Educational and Student Services; Tom Romanin, Associate Vice President of Educational and Student Services; and Clark Elmer, Director of Enrollment Management and Admissions. She noted that

noteworthy initiatives are underway in Clark Elmer's division, and indicated each department may be able to receive in the fall an enrollment profile of each of its programs.

REPORTS

4. Report from the Blue Ribbon Ad Hoc Committee on Facilitating Faculty Grant Writing -- Chair Dr. Geoffrey Mills. (See Appendix C for portions of this report.)

Geoffrey Mills, Chair of this Committee, gave a slide presentation in addition to the written report.

At the conclusion of this presentation, Baum moved and Gable seconded "to approve the recommendations on page 24 of this report and forward these recommendations to the Provost and President for them to implement as soon as possible."

In the discussion which followed, Senator Brown stated that UNI prides itself as a "Great Teaching" institution, and emphasized that not every faculty member has to be both a great teacher and a great grant writer. He stated both aspects are important, although one not more than the other, and should be rewarded on an equal basis.

Senator DeNault concurred with Senator Brown, and questioned what accomplishments are gained through grantsmanship besides the money it brings to the University. This was met with responses from Bart Bergquist who cited the Sigma Xi undergraduate student research conference, Bill Downs who cited the Center for the Study of Adolescents' use of research developed by grants, and Senator Haack who stated that many of the mathematics grant projects are used in the curricular process and that grants present a powerful opportunity to carry out work that otherwise would not be possible.

Chair Lounsberry announced that David Walker and Ruth Ratliff are working toward having basic grant information and deadlines on the INFOSYS by the Fall. She also indicated that Ruth Ratliff has purchased software which will allow faculty to access two major grant directories via a computer terminal. This should be available in the Commons in May or June.

DeNault moved, Brown seconded to amend the last paragraph of these recommendations to read as follows: "Examine restructuring of the Graduate College/Grants and Contracts Office and provide the necessary leadership to invest in and develop both specific grant proposals and more expertise about the grant writing process in general." Motion carried.

Brown moved, DeNault seconded to amend the first point of the recommendations to read as follows: "Examine the feasibility of renegotiating a higher federal overhead rate for indirect costs from the current 38%." Motion carried.

Question was called on the Baum/Gable motion as amended. Motion carried.

Chair Lounsberry discharged the Ad Hoc Committee on Facilitating Faculty Grant Writing, and thanked committee members for their excellent work and report.

DOCKET

4. Request from Professor Hugh Beykirch that the Faculty Senate substitute the following statement to bring UNI's foreign language requirement into compliance with 1991 changes in the Iowa code: "Satisfactory completion of two years of high school study in American Sign Language (ASL) or satisfactory performance in an achievement examination of American Sign Language proficiency and related issues." 1992-1994 UNI Catalog, p. 40, "Requirements for Graduation," D. Foreign Language Competency Requirement, substitute for 4. (Appendix D)

Professor Beykirch began by stating he felt the language as adopted by Faculty Senate was being misunderstood. He explained that on occasion he has had students request that the manual communication courses which he teaches satisfy the foreign language proficiency graduation requirement, and he indicated he had not understood this to be the intent when this was passed in April 1992. Beykirch added, however, that he felt the University had a moral obligation to address the issue of ASL being accepted as satisfying the foreign language proficiency graduation requirement, since this is an accepted language studied by many non-hearing impaired students also.

In the discussion which followed, some Senators indicated that when the current language was passed by the Faculty Senate in April 1992 it was with the understanding that the "appropriate examination" was only for those students who were hearing impaired. Senators also stated the issue of ASL seemed to be a matter which should go through the curricular process.

Hovet moved and DeNault seconded to amend item 4, as passed by Faculty Senate April 13, 1992 (Senate Minutes #1451) to read as follows: "For hearing impaired students, satisfactory performance in an appropriate examination for the hearing impaired." A friendly amendment was made to add the word "communicative" before the word "examination."

Senator Highnam stated "communicative examination" might be interpreted in various ways, such as ASL, etc.

Provost Marlin also stated that when this issue was discussed among the Regents' Universities and presented to the Board, it was with the understanding that ASL would be accepted as a foreign language requirement. She cautioned that limiting this to the hearing impaired was contrary to this agreement.

Gable moved, Yousefi seconded to table this discussion until the next Senate meeting, to allow for further investigation into the legalities of this matter. The motion carried.

NEW/OLD BUSINESS

5. Election of Senate Officers. Chair Lounsberry stated there were two nominations for Chair Sherry Gable and Barbara Lounsberry. She opened the floor to further nominations. Conklin moved, Primrose seconded that nominations cease. Motion carried. Before voting began, Senator Brown stated since Chair Lounsberry had indicated that she would be taking the Distinguished Scholar leave at the end of the Fall semester, if she was re-elected chair it would seem best that a new election for Chair take place upon her resignation at the end of the Fall semester. All Senators concurred.

At this time written ballots were cast for Chair, and Sherry Gable was elected Chair for 1994-95 academic year.

Chair Lounsberry stated there was one nomination for Vice Chair, Kenneth DeNault. She opened the floor to further nominations. Baum moved nominations cease. Motion carried. Kenneth DeNault was elected Vice-Chair by acclamation.

Senators joined in thanking Chair Lounsberry for her service and dedication to the Faculty Senate as a Senator and as Chair.

There being no further business, meeting adjourned at 5:22 p.m.

Respectfully submitted,

Diane Wallace
Secretary

These minutes shall stand approved as published unless corrections or protests are filed with the Secretary of the Senate within two weeks of this date, May 9, 1994.

APPENDIX A

REPORT OF THE GENERAL EDUCATION COMMITTEE
C. M. Austin
4/21/94

The G.E. Committee began the year by bringing the assessment of the wellness program to closure (the evaluation occurred the previous year). The major task facing the committee was the review of the Social Science Component of the G.E. Program. In addition we dealt with the issue of student outcomes assessment and with the issue of Community College transfer credit for Non Western Cultures. There were also some smaller issues raised. Each of these is discussed below:

Wellness: We basically closed the review of the Wellness component by noting that the report on the program was sent to the Faculty Senate and that would be the appropriate forum at which to raise issue with our conclusions and recommendations.

Student Outcomes: After much discussion it was agreed that we did not need to do anything regarding Student outcomes assessment as every course is already covered within other frameworks and we have neither the resources nor the personnel with which to carry out any such assessment. In addition we agreed that student outcomes are something that should be a part of the periodic review process already in effect.

Non-Western Cultures: We became aware that Admissions had approved a number of courses at several Community Colleges as meeting the requirements of this category of G.E. This had occurred with minimal (if any) consultation with either this committee or the Non-Western Cultures Committee. Following meetings with representatives of that committee and admissions we agreed that the courses currently accepted should be reviewed to substantiate the decision and that any such courses in the future would not be approved without a full review by the appropriate committee. As a result of this issue we expressed concern about the failure to include decisions about courses elsewhere that are approved as substitutes for our Gen. Ed. requirements. At the very least these courses and agreements should be reviewed when their category is being reviewed.

Social Sciences Review: Although the work of the Social Sciences committee has been proceeding well, time and resource problems delayed the acquisition of data from both students and faculty and have prevented the completion of the analysis before the end of the term. Thus we have agreed to complete the review as the first item of major business next term. At that time we will share the results of the review with the University Senate.

That summarizes the substantive work by this Committee this past year.

C. Murray Austin

APPENDIX B

Northern Iowan Editorial Board

Todd A. Prins	
Kristine Eyheralde	Rebecca R. Kline
Jason A. Etzen	Diane Nodurft
Sara A. Goodlove	Michelle Ruse
Matt Gruhn	Heather Wallendal

Editorial

4/21/94

Faculty, students must enforce finals schedule

It seems every semester more and more instructors and professors are deciding to hold final exams before Finals Week. While this means both instructors and students can leave school a week early, holding tests early places an unfair burden on students. Considering that many instructors are now requiring students to turn in projects and papers during the last official week of classes, demanding students to take a final that week is simply irresponsible. The university has realized that fact and has established specific rules.

According to university policy, published in the back of the schedule book each semester, there are specific rules regarding when final exams are to be held.

"The examination schedule applies to both faculty and students. Unless previous arrangements have been made, it is expected that the official schedule will be followed.

"A comprehensive final examination, if required, must be administered at the time indicated on the final schedule.

"No final comprehensive examination shall be administered to a class within the last two weeks prior to the officially scheduled final examination period (excluding half-semester courses).

"It is expected that the class will meet at the time of the officially-scheduled final examination, whether or not a final examination is administered.

"The department heads shall have the responsibility for seeing that the final examination schedule and the relevant policies are followed."

These policies are very clear and explicit. All faculty members should be aware of these rules, and, therefore, should follow them.

As students, we need to protect our rights. If any student knows that their professor is planning on holding a final exam early, that student should first ask if such a change has been cleared with the department head. If not, the department head should be informed that there is a problem with the finals schedule.

Too often instructors think that they can make changes in the schedule to meet their needs. But such thinking does not take into account that most students must prepare for more than one class.

Instructors who hold final exams during the last two weeks of classes are not only inconsiderate of rights of students and other faculty members, but are also in violation of university policy. As students this is one problem we can solve, if we are willing to exercise our rights.

Report of

University of Northern Iowa Faculty Senate Blue Ribbon Ad Hoc Committee on Facilitating Faculty Grant Writing

Geoffrey T. Mills, College of Business, Chair
Bart Bergquist, College of Natural Sciences
William Downs, College of Social and Behavioral Sciences
Patricia Larsen, Library
Christine Macfarlane, College of Education
Richard McGuire, College of Humanities and Fine Arts

EXECUTIVE SUMMARY

Grant proposal writing, funding and grant administration were the central focus of this committee's activities. A variety of information was collected from UNI faculty and administrators, sixteen comparison institutions and the UNI Foundation and Graduate College. The Committee conducted interviews and took a multifaceted approach to make a determination of the current situation with respect to the grants process on campus, and to suggest a number of recommendations.

The Committee's conclusions are:

- In the past 5 years the number of grant proposals and the number of dollars of external grant monies brought to campus have significantly increased.
- The current faculty have a significant level of experience on all aspects of the grants process.
- The current infrastructure for supporting grant writing and administration is inadequate for our faculty and institutional needs.
- Faculty do not have sufficient time to engage in grant writing and/or other related activities.
- Faculty do not believe there is currently in place either a rewards system for grant seeking activities or a clear articulation on how grant related activities fit into the tenure and promotion process or merit pay allocations.

The data all support the following recommendations.

- That the University renegotiate a higher federal overhead rate for indirect costs from the current 38%.
- That the University redirect more of the indirect funds to the Principal Investigator and/or the PI's department.
- That the Provost and the Deans communicate clearly with the faculty the role of grants in the scholarly/teaching missions of the University.
- That the Provost and the Deans communicate clearly with the faculty the role of grant related activities in the promotion and tenure process and in merit pay allocations.
- That the University reassign time for grant writing and submission, and that the University allocate additional resources to facilitate the reassignment of faculty time.
- That the University enhance the organizational infrastructure for grant procurement, execution and administration through such means as:
 - Hiring additional faculty with grant expertise.
 - Developing additional workshops and seminars on grant writing, and other elements of the grants process.
 - Making available significant additional resources for visits to program officers, grant writers, editors, reviewers and technical support.
 - Restructuring the Graduate College/Grants and Contracts Office with the necessary budget and leadership to invest in and develop both specific grant proposals and more expertise about the grant writing process in general.

WHY ENGAGE IN THE GRANT PROCESS

The traditional model of faculty workload consists of three activities: teaching, research and service. Regardless of one's relative orientation on this model, we can agree that virtually all of our efforts as faculty members can be captured in any one of these three areas.

Grant proposal writing and successful grant funding activities support and reinforce faculty activities in teaching, research and service. The list of such activities can certainly be a long and varied one, but each item would have a single element in common; any activity would have resources of some kind attached to it. Resources have to come from somewhere, and grants are one source of these resources.

The nature of the grant writing and funding process is such that grants are typically given either to: (a) A faculty member who has specific expertise in some field of knowledge or (b) to conduct activities which, while worthwhile, have not yet been done and/or for which no local resources exists. In other words, grants are typically given to faculty who would be engaged in these activities because they have the expertise to do them, or for laudable purposes for which inadequate resources exist on campus. The point is that these are activities which academics and Universities are, or should be doing, but they may require additional resources.

Grant writing supports both the teacher/scholar model of faculty activities championed at UNI, and faculty development. It does so in the following ways:

- Grant funding can both stimulate and support research and scholarship which would not have occurred without the grant.
- Grant funding can support research for the purpose of expanding the frontiers of knowledge for the intrinsic value of the knowledge itself.

- Grant funding can support the enhancement of teaching, including the acquisition of appropriate teaching technology.
- Grant funding provides a large variety of support for students, both graduate and undergraduate, to be involved in projects and with professors in their chosen area of study.
- Grant funding provides funds for equipment needs which may not otherwise be available.
- Grant funding provides additional supplies and many services for research, professional travel and clerical support.
- Grant funding can provide extramural support for graduate programming.
- Grant funding can support curriculum development and enhance activities related to curriculum.
- Grant funding promotes, in a favorable light, the name and reputation of all the academic units associated with the PI (Principal Investigator) - department, College and University. In this way, it serves as a source of distinction and recognition which in turn has a positive feedback on all activities the University undertakes.
- Grant writers are often involved in the reviewing process for other grants. The benefit is that the reviewer is kept up-to-date.
- Grant funding can promote and support faculty recruiting efforts.
- Grant proposal writing and successful funding may serve as an indication of scholarly activity in the promotion and tenure process.

In short, grant funding positively supports: the relationship between grant participants and their colleagues; the creation and/or dissemination of knowledge to students; student learning and the intellectual climate of the University.

RECOMMENDATIONS

Based on the data, the interviews and expertise of the committee the following recommendations are made:

- That the University renegotiate a higher federal overhead rate for indirect costs from the current 38%.
- That the University redirect more of the indirect funds to the Principal Investigator and/or the PI's department.
- That the Provost and the Deans communicate clearly with the faculty the role of grants in the scholarly/teaching missions of the University.
- That the Provost and the Deans communicate clearly with the faculty the role of grant related activities in the promotion and tenure process and in merit pay allocations.
- That the University reassign time for grant writing and submission, and that the University allocate additional resources to facilitate the reassignment of faculty time.
- That the University enhance the organizational infrastructure for grant procurement, execution and administration through such means as:
 - Hiring additional faculty with grant expertise.
 - Developing additional workshops and seminars on grant writing, and other elements of the grants process.
 - Making available significant additional resources for visits to program officers, grant writers, editors, reviewers and technical support.
 - Restructuring the Graduate College/Grants and Contracts Office with the necessary budget and leadership to invest in and develop both specific grant proposals and more expertise about the grant writing process in general.

Program Certificates

The University of Northern Iowa makes available, in addition to additional programs, the opportunity for students to earn Program Certificates. Program Certificates provide an alternative to programs leading to a degree, a major, or a minor; they certify that an individual has completed a program approved by the university. The interested student should consult the department listed or the Registrar's Office, which serves as the centralized registry. Some of the certificates are interdisciplinary and involve several departments; however, only one department has been listed as the contact.

Program certificates now available include:

Department of Educational Administration and Counseling

Advanced Studies Certificate

Department of Geography

Program Certificate in Cartography and Geographic Information Systems

School of Health, Physical Education, and Leisure Services

Youth Agency Administration Program Certificate

Department of Management

International Business Certificate

Training and Development in Business Certificate

Department of Modern Languages

Bilingual Program Certificate in Chinese

Bilingual Program Certificate in French

Bilingual Program Certificate in German

Bilingual Program Certificate in Portuguese

Bilingual Program Certificate in Russian

Bilingual Program Certificate in Spanish

International Commerce Certificate

Latin American Studies Certificate

Translation and Interpretation (All Languages) Certificate

Department of Psychology

Gerontology Program Certificate

Department of Social Work

Social Work

Substance Abuse Counseling Certificate

Department of Sociology and Anthropology

Skills in Social Research Certificate

Department of Special Education

Multicategorical Resource Teaching, K-6

Multicategorical Resource Teaching, 7-12

College of Humanities and Fine Arts

Studies in Leadership Development

Requirements for Graduation

In addition to the completion of one of the baccalaureate degree programs, there are other specific requirements for graduation which apply to all undergraduate students seeking any bachelor's degree, other than the Bachelor of Liberal Studies. These are listed below. See pages 93, 117, 119 and 124 for graduation requirements for a graduate degree program.

A. Residence

1. Not more than 32 semester hours earned in correspondence, extension, radio, or television courses may be used toward graduation.
2. At least 36 weeks spent in residence at this university while earning in such residence at least 32 hours of credit, of which 20 hours must be earned in the junior and senior years.
3. At least 32 hours of credit earned in the junior and senior years in courses at this university. This total may include non-residence credit.
4. The last semester or full summer session before graduation spent in residence at this university.

B. Scholarship

1. A student seeking the bachelor's degree with licensure to teach must successfully complete student teaching and achieve a cumulative grade index in all course work attempted, at this university and elsewhere, of at least 2.50 to be recommended for graduation. The student must also achieve a cumulative grade index of 2.50 on all work attempted at the University of Northern Iowa.
2. A student seeking the bachelor's degree (without licensure) must achieve a cumulative grade index in all work attempted, at this university and elsewhere, of at least 2.00 to be recommended for graduation; the student must also achieve a cumulative grade index of 2.00 on all work attempted at the University of Northern Iowa.

Note: A student may be held by his or her academic department to specific grade point requirements, for the major work and/or graduation, which are higher than the grade point requirements for all university students. Students are advised to consult the section of this catalog that lists the specific major.

C. Communication

Competence in reading, speaking, and writing is required of all candidates seeking degrees or university recommendations for certification. All students who enter UNI with or after the fall semester 1988 who are candidates for baccalaureate degrees are required to demonstrate competence in writing by passing the general education writing course and meeting the writing requirements for their academic major.

D. Foreign Language Competency Requirement

Students entering UNI who graduated from high school in 1989 or thereafter are required to demonstrate a level of competence in a foreign language (classical or modern) equivalent to that achieved after the second semester at the college level. One year of foreign language in high school is considered to be equivalent to one semester of foreign language at the university.

The foreign language competency requirement can be satisfied in the following ways:

1. Satisfactory* completion of two years of high school study in one foreign language.
2. Satisfactory* completion of a combination of high school and college study in one language equivalent to the competence achieved after the second semester at the college level.
3. Satisfactory performance in an achievement examination measuring proficiency equivalent to that attained after the second semester of college study in one foreign language.

*Satisfactory completion means a minimum grade of "C-" in the last course taken to meet this requirement.

E. Advanced Courses

At least 10 hours of work in a major in courses numbered 100-199 and taken at this university.

F. Maximum Credit by Examination

A maximum of 32 semester hours of credit earned by examination or by open credit is applicable toward degree requirements. This includes credit earned by CLEP, by departmental examination, by Advanced Placement, and credit established by examination of other colleges and universities.

G. Listing of Candidates for Graduation

A student may be listed as a candidate for graduation at the end of a semester if the completion of work for which he or she is registered would meet all the requirements for graduation exclusive of grade points, and if the grade points to be earned do not exceed the number which could be earned for the hours for which the student is registered.

H. Application for Graduation

A student who expects to be graduated at the end of a semester must make written application at the opening of the semester. This application is filed in the Office of the Registrar.